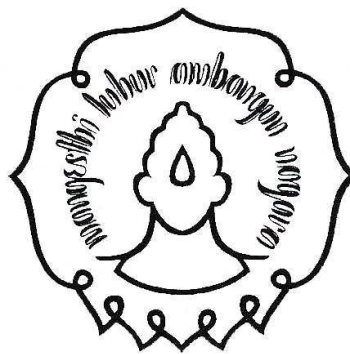


**UTILISING ROLE PLAY IN EFL CLASSROOM
TO ENHANCE STUDENTS' SPEAKING SKILL**

**(A Classroom Action Research at VII G of SMP N 4 Surakarta in the
Academic Year of 2015/2016)**



**KARTIKA ASTARININGRUM
K2210044**

A Thesis

**Submitted to the Teacher Training and Education Faculty
of Sebelas Maret University to Fulfill of the Requirement for Obtaining
the Undergraduate Degree of English Education**

**ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

2017

PRONOUNCEMENT

The researcher would like to certify that the thesis entitled “Utilising Role Play in EFL Classroom to Enhance Students’ Speaking Skill (A Classroom Action Research at VII G of SMP N 4 Surakarta in the Academic Year of 2015/2016)”. It is not plagiarism or made by the others. Anything related to other’s work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves wrong, the researcher ready to accept any academic punishment, including the withdrawal or cancellation of my academic agree.

Surakarta, June 2017



Kartika Astariningrum

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UTILISING ROLE PLAY IN EFL CLASSROOM TO ENHANCE STUDENTS' SPEAKING SKILL (A CLASSROOM ACTION RESEARCH AT VII G OF SMP N 4 SURAKARTA IN THE ACADEMIC YEAR OF 2015/2016)

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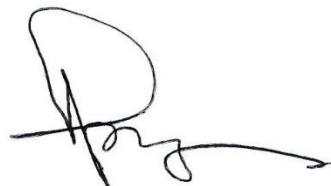
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LEGITIMATION

**UTILISING ROLE PLAY IN EFL CLASSROOM TO ENHANCE
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SURAKARTA IN THE ACADEMIC YEAR OF 2015/2016)**

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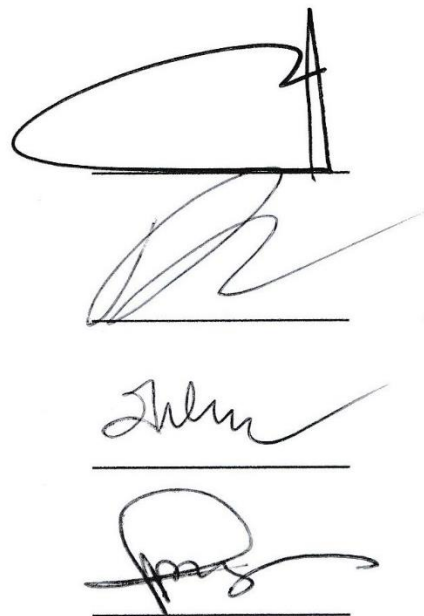
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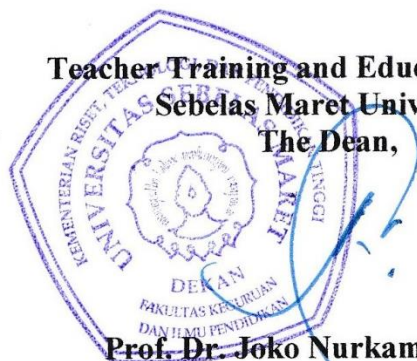
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ABSTRACT

Kartika Astariningrum. K2210044. **UTILISING ROLE PLAY IN EFL CLASSROOM TO ENHANCE STUDENTS' SPEAKING SKILL (A Classroom Action Research at VII G of SMP N 4 Surakarta in the Academic Year of 2015/2016)**. Thesis. Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, May 2017.

The objectives of the research are to find out how role play technique is implemented in improving the students' speaking skill and to find out some difficulties when role play technique is implemented in EFL classroom at VII G of SMP N 4 Surakarta in the academic year of 2015/2016.

The method that was implemented in this study is Classroom Action Research (CAR). This research was conducted in 2 cycles. Each cycle was done in 6 meetings. Every cycle consists of four stages: planning, acting, observing, and reflecting. The subject of this study is VII G students in SMP N 4 Surakarta in the academic year of 2015/2016. The students' composition of VII G class is 16 females and 15 males. The researcher used some methods in collecting such as test, interview, observation, field note, questionnaire, and photographs. The test conducted was pre-test and post-test. The researcher analyzed the quantitative data by the result of the mean score from the data.

The results of the research show that there are improvements in the students' participation due to the implementation of role play technique. This result is supported by the students' score which increases significantly. Based on the mean score from the pre-test until post-test 2, it could be concluded that the students' speaking skill improved continuously. The mean score of students' speaking skill before action was 43.09. After the first cycle was conducted, the students' speaking skill mean score increased to 62.12. On the second post-test, the students' speaking skill mean score increased again to 82.54. Students' interests in learning speaking skill also increase by used roleplay technique. They became more active in speaking after the roleplay technique was conducted.

The result of this research provides information about the improvement of students' speaking skill utilising role play technique and the difficulties when role play technique implemented. The difficulties that appear in this research make the teacher paying attention to the students and discover appropriate teaching strategies in effort to reduce the students' difficulties. Utilising role play technique can enhance students' speaking skill in EFL classroom at VII G in SMP N 4 Surakarta

Keywords: *classroom action research, role play technique, students' speaking skill.*

MOTTO

“If you don’t value your time, neither will others. Stop giving away your time and talents. Value what you know and start charging for it”

(Kim Garst)

DEDICATION

This thesis dedicated to:

- My beloved father, mami and mother for your love, prayers, support and great patience in every single day for me.
- My beloved brothers and sisters Arief Makmun Wahyudi, Woro Kartika, Pandu Pebrunto, Afni Wahyuprihati and Sekar Ayu Amandasari who always support and motivate me.

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2. Teguh Sarosa S.S., M. Hum, the Head of English Education Department;
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4. Drs. Martono, M. A, the second consultant. He provide guidance, trust, support, a very constructive improvements advice in helping to complete this thesis;
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7. Class A English Education Department 2010.
8. Class VII G of SMP N 4 Surakarta in the academic year of 2015/2016 who the researcher during collecting the data.

The researcher sincerely hopes that this thesis contribute well for teachers, and English Education. She expects some critics and suggestions from the readers to increase this study.

Surakarta, June 2017

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TABLE OF CONTENT

COVER PAGE.....	i
PRONOUNCEMENT	ii
APPROVAL OF CONSULTANT	iii
LEGITIMATION	iv
ABSTRACT.....	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF FIGURE & GRAPH	xii
LIST OF ABBREVIATIONS	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Problem Formulation	4
C. The Objectives of the Study	4
D. The Significance of the Study	4
CHAPTER II LITERATURE REVIEW	
A. Speaking	
1. Definition of Speaking	6
2. The Elements of Speaking.....	7
3. Types of Speaking Activities	9
B. Teaching Speaking	
1. Definition	10
2. Types of Classroom Speaking Performance	11
3. The Roles of Teacher During Speaking Activities.....	12
4. The Assessment of Speaking.....	13
C. Role Play	

1. Collaborative Learning Teaching.....	16
2. Definition of Role Play	17
3. Reasons using Role Play	17
4. Types of Roles in Role Play	18
5. The Significant of Role Play	19
6. Stages Using Role Play	19
D. Review of Related Research	20
E. Rationale.....	25
CHAPTER III RESEARCH METHOD	
A. Context of the Study	
1. Setting of the Study	26
2. Subject of the Research	26
B. Classroom Action Research	
1. Method of the Research.....	27
2. Model of Action Research.....	28
3. Procedures of Research	29
C. Techniques of Collecting Data	31
D. Techniques of Analyzing Data.....	34
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings	37
1. Situation before the Research.....	37
2. The implementation of the Research.....	39
B. Discussion	74
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusion	78
B. Implication.....	78
C. Suggestion	79
BIBLIOGRAPHY	81
APPENDICES.....	84

LIST OF TABLES

Table 2.1 Harris' Oral English Scale	14
Table 4.1 Problem Indicators	38
Table 4.2 Pre- Research Score of Each Speaking Skill Indicators	38
Table 4.3 The Outline of Action Plan in Cycle 1	41
Table 4.4 The Observation Findings in Cycle 1	54
Table 4.5 The Score of Cycle 1	55
Table 4.6 The Score of Each Indicators of Speaking Skill in Cycle 1	56
Table 4.7 The Outline of Action Plan in Cycle 2	57
Table 4.8 The Differences of Planning in Cycle 1 and Cycle 2 and its Problem and Causes	58
Table 4.9 The Observation Findings in Cycle 2	70
Table 4.10 The Score of Cycle 2	72
Table 4.11 The Score of Each Indicators of Speaking Skill in Cycle 2	72

LIST OF FIGURES & GRAPH

Figure 3.1 Model of Action Research Procedure	29
Graph 4.1 The Result of the Students' Speaking Skill Mean Score	76

LIST OF ABBREVIATIONS

EFL English as a Foreign Language

CAR Classroom Action Research

LIST OF APPENDICES

Appendix 1 Classroom's Map.....	84
Appendix 2 List of Students.....	85
Appendix 3 Interview with the Teacher.....	86
Appendix 4 Interview with Students before Research.....	89
Appendix 5 Interview with Students after Research.....	91
Appendix 6 Students' Score.....	95
Appendix 7 Students' Worksheets.....	98
Appendix 8 Lesson Plan Cycle I.....	124
Appendix 9 Lesson Plan Cycle II	134
Appendix 10 Teaching Field Note I.....	140
Appendix 11 Teaching Field Note II	144
Appendix 12 Teaching Field Note III.....	150
Appendix 13 Teaching Field Note IV	153
Appendix 14 Observer Field Note I.....	158
Appendix 15 Observer Field Note II.....	161
Appendix 16 Observer Field Note III	167
Appendix 17 Observer Field Note IV	170

Appendix 18 Surat Izin Penelitian	175
Appendix 19 Surat Izin Menyusun Skripsi	176
Appendix 20 Surat Permohonan Penelitian	177
Appendix 21 Surat Keterangan	178
Appendix 22 Surat Lampiran Izin Dekan	179
Appendix 23 Photos	181